

Writing

'You don't write because you want to say something... you write because you have something to say.'
F. Scott Fitzgerald

Intent

At St Katharine's we help our children to develop into articulate, creative and imaginative communicators. We strive for the children to be well-equipped with the basic skills they need to be lifelong learners. We ensure all children develop a genuine love of language, reading and the written word through a text-based approach.

Careful links are developed across the curriculum to ensure that children's writing is purposeful and relevant. This includes where possible linking our reading, writing and the curriculum block that we are covering (blocked curriculum model). We want our children to understand how widely writing is used in everyday life and how the skills are that they are learning relate to their future lives both practically and creatively.

Our key intentions are for children to:

- Write for a purpose and audience
- Consider themselves as writers
- See writing as an immersive and enjoyable process
- Gain understanding of how to organise and plan their written work
- Know how the editing process supports meaning; that writing can always be developed and improved

Implementation:

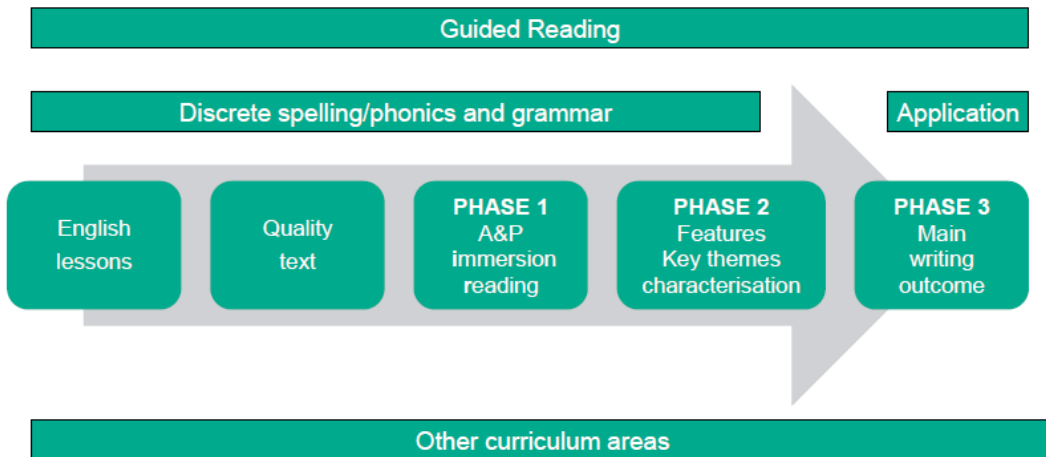
'If you don't have time to read, you don't have the time (or the tools) to write. Simple as that.' - Stephen King

English writing lessons are underpinned by a text-based approach through Early years, Key Stage 1 and Key Stage 2. *"Typically, schools have found that children initially double their rate of progress when a systematic teaching sequence is developed from a quality text", Tfw Research, Pie Corbett, 2013.*

Text choice is considered key to engaging, inspiring and motivating learners. As well as reading a variety of genres, children are given opportunities to develop their writing skills across these genres. Learners can put their writing into practice in both smaller writing sessions throughout the sequence of lessons and through longer extended writing at the end of a unit. The visual below shows how teachers are skilled at weaving in strands of learning from all English activities across a week/unit. Guided reading sessions, *for example*, can provide opportunities for children to revisit and rehearse the conventions of a text type away from the writing session supporting the embedding and deepening of knowledge and skills.

Teachers plan for writing using the objectives laid out in the National Curriculum underpinned by the Fiction and Non-Fiction progression documents. A sequence of lessons is then planned based on a phased model approach. Teachers plan 'bottom up' starting with the finish point and working up through the phases. Sequences of lessons are carefully built equipping children with the skills they will need to write the 'planned for' finished piece.

Writing



Pupils are taught discrete punctuation and grammar skills, appropriate to their phase, within our text-based approach, allowing opportunities for learners to identify, practise and consolidate grammatical understanding, whilst also immersed in a text. Children then apply the grammar and punctuation skills that they have learnt in their extended pieces of writing.

Handwriting is taught discreetly and often linked to the overlearning of spellings. Children are expected to adopt a cursive script from the start of Year 1. Children in the early years are taught how to form letters correctly through a wide range of approaches including the development of essential gross motor attributes that support later handwriting. In the summer term of Year 2 children are supported to make the transition to writing in pen. The front inside cover of all books used for writing contain a set of expectations for both handwriting and presentation. These support teachers to provide feedback for development and hold children to account against these expectations.

Spelling is taught through phonics lessons in EYFS and KS1, including the teaching and overlearning of common misconception or 'tricky' words. In Key Stage 2 our aim is to align our practice with the pedagogy in KS1 to ensure that spelling builds on the phonics that children already know, can use and apply. Teaching in Year 2 is supported by the Little Wandle phonics programme and in Key Stage two is delivered using the Essential Spelling resource.

Impact

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The children at St Katharine's achieve well. Year 2 teacher assessment and Year 6 SATs data is strong year on year. Please see our published results under the ['Our School'](#) tab of this website.